

## Wahroonga Public School Behaviour Support and Management Plan



### Overview

At Wahroonga Public School, we are committed to fostering a positive, inclusive, and respectful learning environment where all students feel safe, valued, and empowered to succeed. Our behaviour plan is underpinned by NSW Department of Education policies and resources including the Wellbeing Framework, Inclusive Education Policy and Student Behaviour Policy. Through these guiding policies, we strive to cultivate a culture of respect, responsibility, and resilience among our students.

#### Our Aims:

- To create a school environment where students are actively connected to their learning, have positive and respectful relationships, and experience a sense of belonging.
- To ensure all students are supported to participate positively in their learning and school community.
- To provide support to students to develop positive mental health, self-regulation, social and emotional skills, and a strong sense of personal responsibility.

#### Our Beliefs:

- Every student has the right to a safe, supportive, and engaging learning environment.
- Inclusion is a fundamental principle that ensures all students, regardless of background or ability, can access and participate in learning alongside their peers.
- Meaningful partnerships between students, staff, parents, and the wider community are key to fostering student wellbeing and positive behaviour.

At Wahroonga Public School, we are dedicated to nurturing students who are respectful, resilient, and responsible, equipping them with the skills and mindset to thrive within and beyond our school community.

### Partnership with parents and carers

At Wahroonga Public School, we recognise that positive behaviour development is a shared responsibility between the school and families. We are committed to fostering a strong partnership with parents and carers to support students in developing respectful, responsible, and resilient behaviours.

Through open and ongoing communication, we ensure that families are informed, involved, and supported in understanding our behaviour expectations and approaches. We value collaboration with parents to develop consistent strategies that promote student wellbeing and success, both at school and at home.

By working together, we create a supportive environment where students feel safe, valued, and empowered to make positive choices, fostering a school community built on mutual respect and shared responsibility.



## School-wide expectations and rules

|                             | BE RESPECTFUL  | BE RESPONSIBLE   | BE AN ACTIVE & ENGAGED LEARNER  |
|-----------------------------|--|--|---|
| CLASSROOMS AND ALL SETTINGS | <ul style="list-style-type: none"> <li>• Use whole body listening</li> <li>• Raise hand to speak</li> <li>• Speak respectfully</li> <li>• Ask permission to use others' things</li> <li>• Cooperate with others</li> <li>• Use manners at all times</li> <li>• Care for the environment</li> <li>• Use appropriate language</li> <li>• Wear the uniform</li> </ul> | <ul style="list-style-type: none"> <li>• Keep hands, feet and body to self</li> <li>• Stay in assigned areas</li> <li>• Use furniture and supplies appropriately</li> <li>• Put belongings in bags</li> </ul>  | <ul style="list-style-type: none"> <li>• Be organised</li> <li>• Do your best</li> <li>• Be prepared</li> <li>• Complete your work</li> <li>• Do your best / Have a go</li> <li>• Be honest</li> <li>• Be persistent</li> </ul> |
| PLAYGROUND                  | <ul style="list-style-type: none"> <li>• Share equipment</li> <li>• Take turns and play cooperatively</li> <li>• Include others</li> <li>• Consider and care for the environment</li> <li>• Return all equipment</li> </ul>  | <ul style="list-style-type: none"> <li>• Be Sun smart and wear your hat</li> <li>• Sit in 'No Hat, No Play' areas if without a hat</li> <li>• Remain in playground areas</li> <li>• Run only where permitted</li> <li>• Keep hands and feet to self</li> <li>• Use school equipment only</li> <li>• Use equipment as it should be</li> <li>• When warning bell goes, go to the toilet and straight to class</li> </ul> | <ul style="list-style-type: none"> <li>• Play by the rules of the game</li> <li>• Think how you can solve own problems</li> <li>• Stay within bounds</li> <li>• Be punctual</li> <li>• Get to class on time</li> </ul>          |
| EATING                      | <ul style="list-style-type: none"> <li>• Wash hands before eating</li> <li>• Follow teacher instructions</li> <li>• Always use manners</li> <li>• Put all rubbish in the bin or take home</li> <li>• Wait to be dismissed before play time</li> </ul>  | <ul style="list-style-type: none"> <li>• Sit down to eat lunch</li> <li>• Keep hands and feet to self</li> <li>• Use a quiet voice</li> <li>• Put lunch box in basket</li> <li>• Monitors return canteen baskets and class baskets</li> <li>• Know your eating area</li> <li>• Be prepared – do not return to classrooms</li> </ul>  | <ul style="list-style-type: none"> <li>• Make healthy food choices</li> <li>• Reduce waste with 'Nude' packaging</li> </ul>   |
| TOILETS                     | <ul style="list-style-type: none"> <li>• Use a quiet voice</li> <li>• Respect privacy</li> <li>• Keep toilet area clean</li> <li>• If all toilets are occupied – line up outside</li> </ul>  | <ul style="list-style-type: none"> <li>• Ask for permission during class to go to the toilet with a partner</li> <li>• Flush</li> <li>• Wash hands with soap</li> <li>• Walk carefully on wet areas</li> <li>• Report problems to the teacher</li> <li>• Return directly to class</li> </ul>   | <ul style="list-style-type: none"> <li>• Have a purpose and do not loiter</li> <li>• Visit the bathroom before school, at lunch and at recess</li> <li>• Use only enough water to wash your hands</li> </ul>                    |
| BUS                         | <ul style="list-style-type: none"> <li>• Use a quiet voice</li> <li>• Listen to your bus monitors</li> <li>• Get on the bus K-2 then 3-6</li> <li>• Use friendly language</li> <li>• Move quickly and sit in lines</li> <li>• Follow driver's instructions and Bus Code of Conduct.</li> </ul>   | <ul style="list-style-type: none"> <li>• Stay in your seat</li> <li>• Keep hands and objects inside the bus</li> <li>• Keep hands, feet and body to self</li> </ul>  | <ul style="list-style-type: none"> <li>• Be on time outside waiting</li> <li>• Sit in assigned seat, if requested</li> </ul>  |
| MOVEMENT AROUND SCHOOL      | <ul style="list-style-type: none"> <li>• Walk quietly respecting the learning of others</li> <li>• Keep pathways neat and clean</li> <li>• Care for gardens by using designated walkways</li> <li>• Walk keeping to the left when walking up stairs</li> <li>• When waiting at the door leave door entry clear</li> </ul>  | <ul style="list-style-type: none"> <li>• Walk in class groups</li> <li>• Keep hands, feet and body to self</li> </ul>  | <ul style="list-style-type: none"> <li>• Walk calmly and directly to my destination</li> <li>• Stay with the teacher</li> <li>• Stand directly behind the person in front</li> </ul>  |
| ASSEMBLY                    | <ul style="list-style-type: none"> <li>• Walk with a purpose</li> <li>• Have shirts tucked in (Winter uniform)</li> <li>• Show appreciation by clapping appropriately</li> <li>• Sing the anthem and school song with pride</li> <li>• Hands by sides</li> <li>• Wait quietly between items</li> </ul>   | <ul style="list-style-type: none"> <li>• Enter quietly</li> <li>• Follow teachers' instructions</li> <li>• Keep hands, feet and body to self</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen, watch, and learn</li> <li>• Be still</li> <li>• Have an interested expression on your face</li> <li>• Look at the speaker</li> <li>• Think about what is being said</li> </ul> |

## Behaviour Code for Students

Wahroonga Public School is committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

## Whole school approach across the care continuum

| Care Continuum     | Strategy or Program  | Details  | Audience  |
|--------------------|--|--|---|
| Prevention         | Grow Your Mind   | K-6 Social Emotional Learning. Daily 5 Mindfulness   | All classes K-6                                       |
|                    | School expectations  | Common language of school expectations communicated regularly at assemblies and group times.   | All classes K-6                                       |
|                    | K-6 Buddy Program  | Class buddy program whereby older classes are connected to younger classes to support a sense of belonging and social connectedness.   | All classes K-6                                       |
|                    | Sense of Belonging student surveys   | Sociogram style student survey to identify friendship needs.   | All classes K-6                                       |
| Early intervention | <ul style="list-style-type: none"> <li>▪ Games Club</li> </ul>                           | Structured quiet play zone with SLSO support to develop positive social skills and play skills.  | Lunchtime – Playground                                |
|                    | <ul style="list-style-type: none"> <li>▪ Transition Supports</li> </ul>                  | Transition support planning for students new to WPS mainstream and support unit setting. Kindergarten and high school orientation. Social story support for transitions. Collaboration and handover between staff. | Kindergarten<br>Year 6<br>Support Unit<br>As Required |
|                    | <ul style="list-style-type: none"> <li>▪ Classroom and playground adjustments</li> </ul> | Adjustments to learning programs to ensure success, inclusion and equity of opportunity for all students.  | As required   |

| Care Continuum                 | Strategy or Program  | Details  | Audience  |
|--------------------------------|--|--|---|
| <b>Targeted intervention</b>   | <ul style="list-style-type: none"> <li>▪ Social Skills Group</li> </ul>  | Social skills intervention lessons delivered by LaST, SLSO, counsellor or APLAS  | Students having difficulties with social skills.                  |
|                                | <ul style="list-style-type: none"> <li>▪ Zones of Regulation</li> </ul>  | Series of lessons and language relating to support students with emotional regulation.   | Students having difficulty with emotional regulation              |
|                                | <ul style="list-style-type: none"> <li>▪ Friendology</li> </ul>  | Friendship resources implemented on a needs basis to teach students skills and friendship language to build and maintain healthy friendships.  | In response to playground conflicts                               |
|                                | <ul style="list-style-type: none"> <li>▪ Playground targeted supports</li> </ul>   | Targeted supports are individualised and may include check in/check out card, playground passport, self-monitoring chart, staff mentor, positive behaviour contract.   | Students having difficulties after completing time-outs.          |
| <b>Individual intervention</b> | <ul style="list-style-type: none"> <li>▪ Personalised learning and support Planning</li> <li>▪ Behaviour Response Planning</li> <li>▪ Risk Management Planning</li> <li>▪ Consultation with allied health professionals</li> </ul> | Tailored, individualised support so that students’ cognitive, social, sensory and physical needs are met and developed.<br>Collaborative planning of individual supports and interventions to meet individual needs. | Students with significant difficulties with behaviour management. |

## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

### Tokens

Tokens are awarded to students in the playground if teachers see students engaging in behaviour fitting with the school's core values of Be Responsible, Be Respectful and Be an Active and Engaged Learner. Students place their tokens in one of 3 boxes in the Front office. Each box has a different celebration on it. The box that has the most tokens in it by Week 9 of each term is the celebration that students have voted for and earn as an end of term acknowledgement of effort.

### Bronze, Silver, Gold Awards and Banners.

Student successes and school expectations are reinforced through a cumulative award system involving bronze, silver, gold awards with a banner as the final award.



### Kooki Pins

This is an independent recognition system that sits outside the award system. Students are peer nominated for going above and beyond what is expected and they are presented in a K-6 assembly. Students can only receive 1 Kooki Pin per school year.



## Behaviour Management Processes



### Minor Behaviours

- Staff disrespect
- Peer disrespect (E.g. name calling, put downs, bothering)
- Non-compliance
- Inappropriate language
- Calling out
- Disruption to class learning
- Cheating/copying
- Work avoidance
- Punctuality
- Arguing
- Lying
- Rough/unsafe play
- Out of bounds
- Climbing trees
- Taking someone's belongings
- Throwing objects
- Littering

### Major Behaviours

- Physical aggression
- Verbal aggression
- Abusive language
- Racism
- Threatening behaviour/harassment
- Bullying/Cyberbullying
- Sexualised behaviour
- Theft
- Absconding
- Misuse of technology
- Pattern of disobedience/disruption
- Pattern of disrespect
- Property damage
- Possession of dangerous item

### Classroom Teacher

### Assistant Principal, Deputy Principal and Principal

#### Prompt & Monitor

Provide 1st verbal warning of school expectations

#### Prompt & Monitor

Provide 2nd verbal warning of school expectations

#### Reflect & Plan

Implement informal follow up/restitution  
Document - Sentral

#### Investigate

#### Reflect & Plan

Restitution - 3 way communication  
Implement formal follow up/restitution  
Workers meeting

#### Document & Review

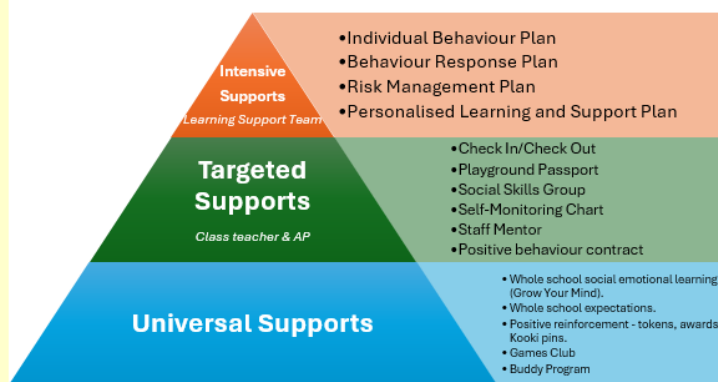
Document - Sentral  
Review - 3 way

### Suggested Informal Follow Up

#### Actions

#### Classroom Teacher

- Think time
- Walk and talk
- Reset
- Cool down break
- Apology
- Loss of classroom privilege
- Make up work time (maximum 10 minutes)
- Mediation
- Reparation task
- Alternative activity
- Relearning expectations



### Formal Follow Up

#### Assistant Principal & Deputy Principal

- Time-Out
- Written Warning
  - Targeted Support and/or
  - Loss of privileges (E.g. playground, sport)

#### Principal

- Principal Conference
- Formal Caution
- In-school suspension
- Suspension

## Responses to serious behaviours of concern

- Serious behaviours of concern are considered a major behaviour as per the infographic above. The school's response involves the following.
  - Investigate incident
  - Formal Follow Up
    - Behaviour conference with student, senior staff leader and parent/carer to plan and reflect
    - Written warning, formal caution or suspension applied where appropriate as per the NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Responses to all behaviours of concern apply to student behaviour that occurs:
  - at school
  - on the way to and from school
  - on school-endorsed activities that are off-site
  - outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
  - when using social media, mobile devices and/or other technology involving another student or staff member.

## Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).


## Time out, reflection and restorative practices

Time Out is a place where students are actively counselled in order to explore and make an undertaking to implement more appropriate self-management strategies. The principle of this philosophy is to help the students involved understand each other, how their actions have affected the victim and what they can do to make the situation better. A choice theory scaffold is used and the teacher assists students to devise a plan of action to restore/fix the problem. The school will notify parents of student misbehaviour at the point where time out is required.

This process will give students time to think about how they can take more responsibility for their actions. For this to be effective, time out needs to occur as close to the time of the incident, preferably on the day of the misbehaviour. Students may be asked to attend time out reflection for either inappropriate playground or classroom behaviours.



The time out session will take place during the second half of lunch with a member of the school's leadership team. Students are provided with first half of lunch to eat lunch, have a break and use the toilet.

**Student Reflection**

 Support Document  
**Student Reflection**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

How do you feel about being on timeout? Colour the face.





I feel like this because \_\_\_\_\_

The behaviour I chose was to:  
\_\_\_\_\_  
\_\_\_\_\_

My behaviour made the situation BETTER / WORSE (circle) because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My plan to make things better is to:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Review dates

Last review date: Term 3, 2024

Next review date: Term 4 2025



